



Opportunity Through Education

Brian Schroeder – *Superintendent of Public Instruction*  
Chad Auer – *Deputy Superintendent of Public Instruction*

Wyoming Department of Education  
122 W. 25th St., Ste. E200  
Cheyenne, WY 82002  
307-777-7675

## Minimum Requirements of an EL District Plan

Components of an EL District Plan should include at minimum:

### 1. Identification

- **Home Language Survey (HLS)** – A questionnaire used to help determine if a student might be in need of EL services. Serves as the first screening process to identify students who have limited English proficiency. (A student cannot be identified as an EL based on the HLS alone). The following three questions are considered minimally compliant under law:
  - i. What is the language that the student first acquired?
  - ii. What is the language most often spoken by the student?
  - iii. What is the primary language used in the home, regardless of the language spoken by the student?

This section should also include the following along with other district pertinent information regarding the HLS process:

- i. Who administers the HLS?
- ii. What is the translation process for parents who are not able to complete the form in English? Are oral translators qualified?
- iii. Where are they stored?
- iv. How do districts ensure the HLS data? (Verification that it is correct, who reviews prior to screening).

### 2. English Language Proficiency Assessment (Screener) – The screener must be administered if the HLS indicates the student has been influenced by any language other than English. Wyoming utilizes WIDA screening assessment tools.

- This section of the plan should include the name of the screeners used by the district.
- It must be administered within the first 30 days of the school year, or within 14 days if the student enrolled after the first 30 days of school beginning.
  - i. Who is responsible for administering the screener?
  - ii. What are the training requirements?
  - iii. What are the proficiency standards for WIDA Kindergarten Screener, MODEL for Kindergarten, and the WIDA Screener for grades 1-12 used by the district?
  - iv. What are the procedures for record keeping, for example, where are the assessment results stored?

3. **Parent Notification** – Districts are required to notify parents of an students' EL status. (Must be notified in the same timeline as required to screen a student for English proficiency).
  - What does your letter include? Does it have the requirements to meet monitoring protocol? For example, graduation rate, expected rate of transition from the EL program, the methods of instruction, the goals of the program, the child's current academic achievement (excluding kindergarten), etc.
  - Who sends out the parent notifications?
4. **Language Instruction Educational Programs (LIEPS)** - Describe the **effective** programs and activities including language instruction educational programs (LIEPs), proposed to be developed, implemented, and administered that will help English learners increase their English language proficiency and meet the challenging State academic standards.
  - What type of EL Program(s) are used by your district? (e.g. ESL, Dual Immersion, Sheltered Instruction, etc.).
  - Where are the programs located? What schools are they in?
  - What staff do you have for your EL program?
  - What are the specific goals of your program(s)?
5. **Accommodations and Designated Supports** – How are these identified and addressed in your plan?
6. **Measuring Progress and Achieving Proficiency Criteria** – What does your district use for criteria to determine if an EL is making progress towards attaining English language proficiency?
  - ACCESS for ELLs results, state assessments, such as WY-TOPP, MAP, DIBELS, etc.
7. **Exit Criteria** – Districts must follow State required exiting assessments (WIDA assessment). ACCESS for ELLs is completed in the spring and administered even if the parent refuses services. The State established exit criteria with a composite score of 4.6 or higher on the ACCESS for ELLs English language proficiency test and a Literacy Performance Level a 4.3 or higher. This is considered proficient and the student will be exited from the EL program.
  - Does the plan describe transition procedures that detail the methods and standards that will be used to ensure students who have been receiving EL services are able to participate meaningfully in the district's regular program?
  - Does the plan describe supports the student will receive when they are no longer an active EL and are on monitor status to ensure they are meeting challenging state academic standards?
  - Does the letter include what kind of supports the student will receive while in monitoring? If so, what is indicated?
  - Who sends out the notification to the parent/guardian that the student has been exited from the program and will enter the required four years of monitoring?

**8. Monitoring** – The district must detail their monitoring plan. Monitoring is required for a four year period after a student exits as an active EL. The first two years are formal monitoring and should be documented on a monitoring form and a degree of oversight is required for years three and four for accountability and reporting requirements using various methods (report cards, assessments, teacher observations, etc.) to ensure that students are meeting challenging State academic standards. All monitoring years must be documented.

- Does the plan identify the staff person(s) who will be responsible for monitoring former EL students?
- What form does your district use to report on students who are in monitor status?
- Does the plan identify the information the district will review to measure whether former EL students are successful in the district's overall educational program and are meaningfully participating in the standard program of instruction comparable to their peers who did not participate in an EL program? (e.g., report card results, test scores, teacher observations, etc.)
- Detail of district monitoring procedures
  - i. What strategies will be implemented to respond to the needs of the former EL?
  - ii. How will the district support the student during the monitoring period if he/she is observed to be struggling?

**9. Program Evaluation** – What criteria does your district use to determine if the EL program your district has implemented is unsuccessful in helping EL students achieve English language proficiency?

- What is the frequency of evaluation?
- How do you address areas that you find are not successful?
- Does the plan include appropriate notification procedures to inform parents of service options in a language and method that can be understood by the parent?

**10. Parent, Family, Community Engagement** - Describe how the district will promote parent, family, and community engagement in the education of English learners.

- What type of events does the district have specifically for engaging parents, families, and communities of ELs?
- Describe events in specifics
- How are they promoted?
- Who sends out the notification of events?

**11. Consultation** - Consultation with teachers, researchers, school administrators, parents and family members, community members with regards to the district's EL program, services, activities, etc.

The district must address in the plan how they plan to notify parents of all matters, including a student's EL proficiency in a language/method the parent understands (translation of important communications is a Civil Rights requirement). This includes all languages of the active ELs within the district.

**12. Optional Sections -**

- Translation/Interpretation
- Records Transfer Process
- Teacher English Fluency Certification
- Any other information districts feel is pertinent to the core EL program utilized to serve English learners in the district.